DOCUMENT RESUME

ED 402 519 CG 027 312

AUTHOR Haralson, Mitchel

TITLE The Relationship between Assertiveness and the Persistence of Successful Black Male Students in Predominantly White Institutions of Higher Education: A Comprehensive Review Paper.

PUB DATE 93

NOTE 80p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (78th, Atlanta, GA, March 13-16, 1996).

PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Academic Achievement; *Academic Persistence; Adjustment (to Environment); *Assertiveness; Black Attitudes; *Black Students; *College Students; Higher Education; Interpersonal Competence; *Males; Personality Traits; Racial Identification; *Racial Integration; Student Attrition; Student College Relationship

ABSTRACT

The importance of selected social integration variables in the persistence of Black male students on the campuses of Predominantly White Institutions (PWIs) is investigated. This review attempts to develop a method for generally classifying the wide variety of research that investigates the persistence of Black male students attending PWIs. It has been purposely narrowed towards exploring the relationships between the culturally unique interaction styles of Black students in general, and Black males in particular, and their persistence rates at PWIs. Its major focus is on non-assertive or passive aspects of successful Black male student adaptation to college. This area appears to provide a promising basis for additional exploratory research aimed at expanding the current conceptual framework for the development of a "non-defective" based theoretical paradigm for Black male student persistence at PWIs. Contains 287 references. (TS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 402 519

THE RELATIONSHIP BETWEEN ASSERTIVENESS AND THE PERSISTENCE OF SUCCESSFUL BLACK MALE STUDENTS IN PREDOMINANTLY WHITE INSTITUTIONS OF HIGHER EDUCATION

A COMPREHENSIVE REVIEW PAPER

By

MITCHEL HARALSON

BEST COPY AVAILABLE

CG027312

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Haralson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

COMPREHENSIVE REVIEW PAPER
OUTLINE

		page #
PART I	STATEMENT OF THE PROBLEM	
A.	Introduction	2
B.	Purpose	6
C.	Significance of the study	7
D.	Definition of key terms	10
E.	Limitations of the study	11
F.	Assumptions of the study	12
G.	Literature search strategy	12
PART II	REVIEW OF RELATED LITERATURE	
A.	Introduction	14
B.	The Defective Student	16
	1. Cognitive Variables	16
	2. Non-cognitive Variables	18
	3. Psychological Developmental Variables	19
	4. Socialization and Desocialization Variables	19
C.	The Defective Institution	22
D.	The Defective Interaction	24
	1. Traditional Students	24
	2. Non-traditional Students	28
PART III	CONCLUSIONS AND RECOMMENDATIONS	
A.	Black Male Student Persistence at Predominantly White Institutions (PWIs)	31
B.	Multicultural Conflict Paradigm	37
C.	Summary	41
	1. Findings	44
	2. Implications	46
D.	Recommendations for future research	47
REFERENCES		49

PART I

STATEMENT OF THE PROBLEM

Introduction

A 1983 report by the National Commission on Excellence in Education, entitled A Nation At Risk states that "The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life" and as a result "the very fabric of our society" is at risk (A Nation at Risk, 1983, p. 9). Since 1983, a variety of data has indicated that these individuals will be members of minority populations.

Blacks, Hispanics and Native Americans generally have the highest secondary school drop-out rates combined with the lowest post-secondary attendance and retention rates in the nation. A Nation at Risk estimated that "Functional illiteracy among minority youth may run as high as 40%" (p. 10). The educational statistics documented on

Black male populations are considered so bleak that some have gone so far as to refer to them as *an endangered species.* Ross and Jackson (1991) provided statistics which revealed that "In general, Black males are doing poorly in most aspects of their education from elementary school through college" (p. 78).

Black males flunk, get suspended and are expelled more often than Black females, White males or White females. As a result, a few educators have called for establishment of all male academies so that Black males, who often rebel against the authority of female teachers, can be exposed to positive adult male role models. A variety of research data suggest that because of their early exposure to environments filled with drugs, gang violence and family turbulence, Black males are far more likely to end up in prison, murdered or out of a job than Black females, White males or White females.

Why are inner-city minority males, in particular, heading in the direction of both academic and social failure? Many believe that these factors are all associated with an urban male peer socialization process which rewards super-aggressive, macho behavior. Such Black male behavior produces a cycle of discipline problems, inattentiveness or

refusal to follow simple directions which leads to negative teacher expectations, perceptions and feedback. As a result, Black males tend to become increasingly discouraged and alienated which helps to explain the disproportionate lack of academic motivation and educational success experienced by these students (Cheek, 1976).

Fleming (1984) stated that "Between 60 and 75 percent of black students are currently enrolled in predominantly white institutions" and that Black colleges produce "70 percent of the degrees earned among blacks because of the attrition rates at white colleges" (p. 10). Fleming believed that increases in Black student enrollment at predominantly White institutions produces socio-cultural adjustment problems that have yet to be resolved. In 1989, the American Council on Education (ACE) reported that despite overall increases in minority college enrollment rates between 1976-1986, the college enrollment rates for Black males 18-24 declined by 7% during this period.

It is becoming readily apparent to those who work with minority youth that entire generations of Black males appear to be rejecting educational achievement as a mechanism to escape from the social conditions associated with the combined effects of poverty and racism.

Education is no longer viewed by Black males as the ticket needed for obtaining the benefits of the American dream or the good life. Stapes (1978) concluded that much about schooling is no longer attractive to Black males because educational standards "tend to value and reward that which is considered female behavior---politeness, orderliness, and concentration, attributes not often expected or considered the norm for males" (p. 170). Unfortunately, it appears that drug retailing and other forms of crime are currently viewed by large numbers of young Blacks as the ticket to the good life. A cursory examination of recent media reports from urban minority areas reveals that violence and other forms of anti-social behavior are now considered the norm for Black male behavior.

This general devaluation of formal intellectual training has led to much discussion in the literature concerning the declining pool of urban minority students with the capacity to successfully participate in post-secondary educational programs. This discussion has produced a large amount of research aimed at developing more effective strategies for the recruitment and retention of post-secondary level minority students. This research has resulted in the identification of a large number of

cognitive and non-cognitive variables that traditional research has related to college retention, attrition and persistence. The majority of the strategies developed from this research appear to be more successful with minority females than with minority males. However, Fleming (1984) found that persisting Black male students appeared to lose their social assertiveness and become submissive to external authority on predominantly White campuses. Also, Ross and Jackson (1991) reviewed a number of studies on academically successful Black students at predominantly White institutions (PWIs) and concluded that successful Black male students are conforming and submissive. It appears that student temperament is an important cultural variable influencing Black student persistence at PWIs.

Purpose

This Comprehensive Review Paper examines the relationship between assertiveness and the persistence of successful Black Male Students in Predominantly White Institutions of Higher Education. This examination focused on the following questions:

(1) Can a general classification scheme be developed that will organize the wide variety of variables explaining traditional

college student persistence into major theoretically based paradigms?

(2) Will the research identifying variables influencing Black college student persistence support the results from the studies of traditional college student populations?

(3) Is there a difference in the temperament or behavioral characteristics of the populations of Black male students who:

a. go on to college but drop out

b. successfully complete their junior* college year?

(*research indicates that most college dropouts leave by their sophomore year, Jackson, 1992)

(4) Does Black academic success improve as institutional perceptions of Black student submissiveness increase?

Significance of the Study

"Minorities on Campus," a 1989 publication of the American Council on Education (ACE) noted that despite the best efforts of universities in trying to promote the recruitment and retention of minority students, "The gap between the participation rates of white students and minority students is growing, and attrition is a major

problem" (Green, 1989, p. 1). "Minorities on Campus" listed a number of facts about minority students including:

1. Higher education's pool of students is increasingly made up of minority youth -- 50% in the larger cities and metropolitan areas.

2. Black and Hispanic students are far less likely than White students to complete a degree -- 7% Hispanic, 10% Black, 21% White.

3. Blacks attending historically black colleges and universities (HBCUs) are more likely to complete a degree than those attending predominantly white institutions (Green, 1989, p. 2-3).

The ACE publication included a number of post-secondary retention strategies for minority students in order to promote increases in equity and diversity in higher education. However, ACE concluded that, "we are painfully aware that the current conceptual framework is not fully adequate; in some areas, we need new language to shape the discussion" (Green, 1989, p. 181). ACE, intended its document to be a "point of departure for the development of new approaches, new paradigms and new insights" (Green, 1989, p. 181).

This comprehensive review paper will attempt to analyze and

synthesize the current knowledge base in order to generate new insights towards addressing:

a: the declining pool of minority male students who enroll in urban universities.

b. the high attrition and low graduation rates of Black male students in predominantly white universities.

Green (1989) stated that at present Blacks and other minorities bear the entire burden of adapting to the majority culture on college campuses but on a truly pluralistic campus, the burden and the rewards are equally shared. It is hoped that a fresh examination will lead to exploratory research strategies which will expand the current conceptual framework in order to develop more effective new models for increasing the persistence of urban at-risk minority students at PWIs. When educators begin to recognize and understand the cultural factors in Black students' college behavior and experiences that are unique to them, then universities will be better able to improve existing policies and programs designed to promote these student's ability to persist until graduation.

Definitions of Key Terms

1. PERSISTENCE: A student's determination and ability to maintain full-time and continuous enrollment in an education system, despite academic, social, personal, or economic problems (Tinto, 1982).

2. ASSERTIVENESS: The ability to act in one's own best interest without undue anxiety and without denying the rights of others (Spaights, 1988).

3. RETENTION: The attainment of individual student enrollment status in a university as measured by the number of semesters enrolled (Spaights, 1988).

4. TEMPERAMENT: A student's mode of emotional and behavioral response to an institutional environment or campus climate (Haralson, 1993).

5. TRANSITIONS: Points in the education system where students move from one level to another (Black, 1989).

6. TRADITIONAL: Nonminority students of traditional college age (18-22), attending four-year institutions full-time and living on campus (Pascarella & Terenzini, 1991).

7. PREPARATION: Courses taken, curriculum content, grades, achievement test scores, and credits earned (Black, 1989).

M. Haralson, 93

8. POTENTIALLY THREATENING BLACK MALE STUDENT: Non-submissive, independent and eliciting fear reactions in teachers (Ross & Jackson, 1991).

9. DEFECTIVE: A general organizing principle for classifying the research findings explaining the failure of college students to persist until graduation due to characteristics associated with the student, the institution or the interaction between the student and the institution. (Haralson, 1993)

Limitations of the Study

It is beyond the scope of this review to critique every individual variable related to persistence or to comment on all of the wide variety of different and often conflicting results contained in this field of research. This literature review examined the main foundations underlying the research base associated with traditional college student persistence and focused on categorizing and organizing this research base into some system of general classifications which identified similar theoretical philosophies. This organizational classification system allowed a comprehensive summarizing of the current relationships between the main theoretical persistence philosophies associated with

college students in general and those associated with Black college students in particular.

Assumptions of the Study

Several general assumptions underlie this review. A few of these assumptions follow:

(1) Previous academic preparation is not sufficient to explain the high attrition and low graduation rates of Black students at PWIs.

(2) Successful Black college students share certain common non-cognitive characteristics (yet to be completely identified) that may explain their persistence at PWIs.

and

(3) There may be significant gender differences in the expression of these characteristics by successful Black students at PWIs.

Literature Search Strategy

Initial on-line computer searches of Ollie SYS NET, ERIC DATABASE, PASAR and the Comprehensive Dissertation Index at Georgia State University's William Russell Pullen Library, allowing complete retrospective coverage of all the university library collections in the state of Georgia along with publications of the national academic community, were

completed. Key descriptors and index terms in the searches were divided into three groups which after a series of screening and reduction steps yielded a preliminary list of 384 citations.

Group I, included the terms *College Persistence* and *College Retention.*

Group II, included the phrase *Characteristics of successful college students*; and the key words *self-esteem, gender, satisfaction, academic social and psychological background.*

Group III, *minority students, urban students, Black males and at-risk students.*

Additional information and references were obtained by attending a number of professional conferences including *The National Conference on Student Retention: Noel & Levitz,* San Francisco, CA; *The National Conference on Black Student Retention: Focus: The Black Male,* Houston Texas; and *The National Conference of the National Council of African American Men,* Atlanta, GA; among others. Also, a review of unpublished dissertations indexed in "Dissertation Abstracts International" was completed.

PART II

COMPREHENSIVE LITERATURE REVIEW PAPER

Introduction

The focus of this literature review is on studies that have identified some of the key variables that influence the persistence of black male students in predominantly White American colleges and universities-(PWIs). The results of a number of studies indicate that Black students in general and Black male students in particular have problems in predominantly White college environments that are not experienced by White students (Astin, 1982; Fleming, 1984; Pavel & Reiser, 1991; Sedlacek & Pelham, 1976). Jackson (1992) stated that "In the late 1960's and early 1970's, most scholars who studied Black student attrition in PWIs focused their research on pre-enrollment characteristics" (p. 14). This focus was primarily based upon the assumption that the factors that influenced the persistence of all college students would have considerable overlap with the factors that influenced Black college student persistence (Porter, 1990).

The research literature identifying variables that appeared to influence traditional college student persistence is extensive. One of the

most difficult decisions to make in attempting a synthesis of a large body of research is the adoption of a guiding conceptual or organizational framework (Pascarella & Terenzini, 1991). In determining a conceptual framework for presenting research findings, a decision was made to concentrate on organizing the evidence in terms of theories explaining college student persistence rates instead of in terms of theories explaining the effects of college on student development.

This review will discuss the major research on traditional student persistence as it relates to the persistence of Black male college students. As a whole, the literature identified factors, related to general college persistence from a wide variety of conflicting theoretical paradigms. The basic conceptual frameworks for the organizing principle underlying these traditional college student studies will be briefly summarized into three general classifications of theoretical paradigms: (1) pre-college academic preparation /family background paradigms or the defective student theories, (2) campus environment paradigms or the defective institution theories, and (3) institutional fit paradigms or the defective interaction theories. The basic conceptual frameworks for the principle foundations underlying the more recent Black college student

persistence studies will be briefly summarized into the multicultural conflict theoretical paradigm. associated with predominantly White institutions of Higher Education.

The Defective Student

The first group of pre-enrollment characteristics most commonly associated with general college student completion rates were found to be high school grades and admission test scores (Astin 1972, 1982 and 1985; Demitroff, 1974; Mingle, 1987). Academic performance in high school was thought to be the single most powerful predictor of persistence (Pantages and Creedon, 1978; Peng, 1977; Stampen and Cabrera, 1987).

Cognitive Variables

In the beginning, most studies of Black student persistence in PWIs also concentrated on pre-enrollment characteristics (Jackson, 1992). A lack of academic preparation in secondary school was seen as the major variable for explaining the disparities between Black and White student graduation rates cited by Cross (1971) and Gordon and Wilkerson (1966). College student persistence is still viewed, by some, as being mainly Influenced by innate academic ability. As a result, many

academic institutions are constantly proposing higher admissions standards in order to lower their drop-out rates by only selecting those students whose past academic performance indicates a perceived innate potential for completing college. Evidence, however, has existed from a number of studies which indicates that designing a selection process which would identify only the least defective students represents a task that resembles a classical quest of a mythical nature.

In 1966, Pervin, Reik and Dalrymple noted that at the University of California, "only the top 15 percent of high-school graduates are eligible for admission, yet 45 percent of the students withdraw before completing the requirements for a degree" (p. 8). These same authors also stated that at Pennsylvania State University, "over 74 percent of the freshman class came from the top two-fifths of their high-school class, yet over 50 percent of the class did not graduate in four years, and in spite of a considerable increase in admission selectivity over the previous decade, the withdrawal rate showed little change" (p. 8). Clearly, academic ability alone was not sufficient for the identification of defective students or the prediction of student persistence. Pervin and others concluded that non-academic variables were of considerable

importance in the persistence of college students. Despite these research findings, many educators still maintained that poor academic preparation and low achievement motivation are the primary reasons for the growing lack of Black student persistence.

Non-cognitive Variables

The second group of defective student characteristics thought to be important to persistence pertained to combinations of characteristics related to an individual's family background, personality, sex, income, past educational experiences and future educational expectations (Tinto 1975). The new operating assumption was that the non-persisting student is indeed defective but this defect is non-cognitive in nature (Tracey & Sedlacek, 1984).

Gender differences, in particular, have become an increasing concern for researchers involved in investigating the persistence of Black college students because of the growing disparity in the academic achievement of Black women and Black men. The 1991 American Council on Education's Tenth Annual Status Report on Minorities in Higher Education reported that the number of degrees conferred to Black women in six selected academic fields greatly exceeded the number

obtained by Black men. For example, a comparative analysis of the report's data reveals that from 1987-1989 the number of bachelor degrees in education increased by 6% for Black women while the number decreased by 14.8% for Black men (Carter & Wilson, 1992).

Psychological and Sociological Development

A large body of research has focused on defects in the student's sense of self, personal identity, self-concept, self-esteem, social, moral and ego development (Pascarella and Terenzini, 1991). These psychosocial theories tend to view persistence as a consequence of age progression stage combined with sociocultural or environmental influences. Students with low levels of psychosocial maturity would be unable to successfully confront developmental challenges related to college attendance. Some early researchers suggested that persistence might be related to defective personality characteristics possessed by Black male students (Mosher & Sirkin, 1984; Stack, 1986; Staples, 1978).

Carter & Wilson (1992) focused on the identification of personal temperament dimensions which could be associated with a Black male student profile. Among their comparative observations was the finding that Black females are more assertive in learning experiences and gain

more from academic experiences than Black males. Also, Black females were found to make racial adjustments better than their Black male counterparts. Black students, and Black males in particular, were viewed as possessing of academic, social and psychological defects which were in conflict with traditional university culture. These Black male cultural defects were considered sufficiently severe as to limit their effectiveness in adjusting to and fitting into educational environments.

Comparisons between persisting and non-persisting students, in the literature, has often identified assertiveness as a temperament characteristic of those students who voluntarily withdraw from an institution (Spaights et al., 1987). Students who are unable to adjust to university environments have been characterized as being assertive, hostile, immature, non-conforming, impetuous, aloof, resentful of college rules and regulations, opinionated, distrustful of authority, self-centered, loners, uncertain of the future, interpersonally alien, critical, and uncooperative. There is little agreement in the literature on exactly how assertiveness relates to student non-persistence (Austin, 1965; Bucklin & Bucklin, 1970; Kowalski, 1977; Pantage & Creedon, 1978; Rose & Elton, 1966; Sexton, 1965; Summerskill, 1962).

The general research consensus was that, "The values of the nonpersisting student tended to be different from those of the persisting student" (Kowalski, 1977, p. 38). However, Pascarella & Terenzini (1991) noted "that the nature of identity development among black and other nonwhite students remains virtually unknown territory and constitutes a glaring and embarrassing gap in our theoretical knowledge" (p. 59).

Persistence for successful Black students depended primarily on (*desocialization*) how well they were able to change their cultural interaction styles in order to accommodate predominantly White campus situations (Loo & Rolison, 1986). While many other researchers questioned the utility of grades and test scores and suggested that non-cognitive factors played more important roles in the prediction of Black student persistence than traditional academic characteristics, there was little agreement between studies as to the exact identity of these factors. As a result, the developmental literature is riddled with a wide variety of conflicting research results (Ayewoh, 1985; Fleming, 1984; Rogus, 1984).

Jackson (1992) feels that the majority of this research tends to

indicate that college student persistence in general, and Black student persistence in particular is influenced by a wide range of variables, many of which are institutionally related.

The Defective Institution

As early as 1964 some researchers were questioning the validity of the defective student paradigm. "A small but annoying feeling exists, however, that the problem may not be completely 'they' (the students) but may also be a result of attitudes or behaviors by members of the faculty who present the material so poorly or inappropriately that certain students fail to grasp the essential facts and quickly fall behind to become drop-outs for a multitude of apparent reasons which may be unrelated to the real reason" (Montgomery, 1964, p. 6). Later studies, (Astin, 1975; Donovan, 1984; Fleming, 1984; Gordon & Wilkerson, 1966; Nettles, 1988; Rogus, 1984; Sedlacek et al., 1973; and others) have shown that the quality of life provided within an institution can be a very important factor in influencing the persistence of Black college students.

A number of studies related student persistence to institutional characteristics but the literature reveals great differences of opinions regarding the identification of institutional variables. Porter (1990)

reviewed many of these studies and found that many different specific college environmental variables had been associated with student persistence. These environmental variables included: *institutional quality* (Cope & Hannah, 1975; Lenning, Beal, & Sauer, 1980); *institutional size* (Astin, 1975 and 1977; Tinto, 1975); *faculty interactions* (Astin, 1975, 1982, and 1985; Pantages & Creedon, 1978; Tinto, 1975 and 1987); *advising and counseling* (Beal & Noel, 1980; Lenning, Sauer, & Beal, 1980; Mingle 1987); and *financial and academic support* (Jensen, 1981; Murdock, 1987; Pearlman, 1962; Stampen & Cabrera, 1987; Woodward, 1988), among others.

Research on Black student persistence under the defective institution paradigm suggested that persistence is largely the result of college experiences rather than pre-college characteristics (Astin, 1975; Allen et al., 1984; Ayewoh, 1985; Donovan, 1984; Fleming, 1984; Tracey & Sedlacek, 1987). Comparison studies between Black student populations on historically Black and predominantly White campuses yielded results indicating that persistence rates were generally higher at Black institutions (Fleming, 1984). However, Jackson (1992) concluded that the institutional factors influencing Black student persistence are

similar to those for the general college population.

The Defective Interaction

A third major body of research data indicated that it was not the students or the institutions, themselves, that were defective but rather the match between the student and the campus environment that was defective. The studies grouped in this paradigm attempted to integrate and explain the results from the other paradigms in one unified theory. The most widely cited and replicated research in the literature appeared to be based on some model of the institutional fit or defective interaction paradigm of student persistence. Defective interaction models, tended to view race as merely one of a variety of individual attributes (e.g., sex, race, ability and temperament) which interacted with both precollege experiences (e.g., academic and social attainments) and family background (e.g., expectations, values, social status) to directly and indirectly impact on persistence.

Traditional Student Models

Defective interaction models all have theoretical roots in the application of Durkheim's theory of suicide as an explanation for college student behavior. Durkheim (1961) believed that suicide is less likely to

BEST COPY AVAILABLE

occur when individuals are sufficiently integrated into the fabric of society. William Spady (1970) was given credit, by Tinto (1975), for having first applied Durkheim's theory as a descriptive explanation for college student behavior. Spady believed that student integration and interactions in the institutional social systems of a college campus would resemble those of an individual in the wider society. A defective fit between the individual and society might result in a greater tendency for suicidal behavior while a defective fit between the student and the institution might result in a greater tendency for attrition. The less defective the institutional fit, the more likely the student would be to achieve and persist. Spady concluded that a student's ability to fit into an institution's social system was dependent upon the pre-enrollment characteristics of family background, gender, temperament and academic ability interacting with certain institutional characteristics to produce a social pattern of behavior that he termed normative congruence. Spady, also, was one of the first to modify the structure of his model in consideration of the differences he identified in the social integration behaviors of male and female students.

Tinto (1975) built his model by expanding Spady's social

interactions model to include additional elements. Persistence resulted from a complicated cycle of interactions between specific institutional characteristics and the student's background characteristics. Student background characteristics, interacting with each other, would influence an individual student's institutional and academic goal commitments. Stronger student commitments would result in higher grade performance which would be indicative of increased academic integration. Increased academic integration would produce even greater student goal commitments which would result in stronger peer group and faculty interactions, indicating increased social integration. Increased academic and social integration would feedback, over time, to re-influence the individual student's goal commitments.

Tinto's persistence model has provided the theoretical framework for other research studies that have included a wide variety of additional variables into a number of increasingly complex interaction models designed to explain the processes involved in college student socialization (Astin, 1975 &1977; Pascarella & Terenzini, 1977, 1979, 1980, 1986 & 1991; Terenzini & Pascarella, 1977, &1978; among others). These expanded models tended to redefine Tinto's social interaction variables

into campus involvement variables. Porter (1990) provided a historical research overview which effectively summarized this redefinement in one sentence. "Students can be alienated in certain campus arenas, but still persist because their ties in other areas (such as sports, academics, or fraternities/sororities) provide sufficient involvement to maintain a connection" (Porter, 1990, p. 3). Bean and Metzner (1985) incorporated the elements of most of the earlier Tinto based models into a new model. Their model, also, identified an expanded set of individual student characteristics that would affect a student's ability to interact with an institution. However, Bean and Metzner's model was different from the other defective fit paradigm type models in that it was based on the recognition that, due to a lack of social integration, the variables affecting persistence behavior for nontraditional students would be different from those affecting traditional college student behavior. It began to become increasingly clear that the variables identified by traditional student socialization models would not offer an adequate explanation for the persistence behavior of all student sub-populations. As a result, Pascarella & Terenzini (1991) warned that "readers should understand that the evolving character of higher education's clientele,

specifically the growing numbers of minority group and older students, raises serious questions about the universal applicability of these theories and models" (p. 17).

Non-Traditional Student Models

The theoretical base for the defective interaction paradigm was conceptualized and developed for traditional college student populations in residential settings (Bean & Metzner, 1985). However, Tinto as early as 1975 had stated that Durkheim's treatment of suicide was insufficient to "explain the distribution of suicide within society among differing individuals" (Tinto, 1975, p. 92). This was particularly true for Black individuals who did not have extremely high rates of suicide despite the fact that they were insufficiently integrated into the fabric of American society. A number of researchers questioned the appropriateness of this paradigm's main underlying assumption that Black student assimilation into the sociocultural life of predominantly white campuses was the major variable associated with Black student persistence.

Allen (1985), among others, concluded that the integration of Black students into campus social life was not a necessary pre-condition for academic success. The defective interaction paradigm was viewed

as such a poor explanation for Black student persistence that one of its primary supporters would finally state that "Deviancy from the social and intellectual mainstream of institutional life does not in itself ensure withdrawal. Insofar as individuals are able to find some communal niche on campus, then it is possible for a person to be seen as deviant from the broader college environment and still persist to degree completion" (Tinto, 1987, p. 121).

As a result, Tinto (1988) revised his earlier models to include additional social incongruence type variables related to Black student persistence. Black students were most likely to leave college because of the serious adjustment difficulties they experienced during the transition from a familiar way of life to an unfamiliar environment. "For that reason one would expect that persons from cultural backgrounds and/or home communities with low rates of higher educational participation (e.g., persons from disadvantaged backgrounds) may face particularly severe handicaps in attempting to complete higher educational degree programs. In trying to do so they may frequently be forced to, at least partially, reject membership in communities that have been part of their upbringing" (Tinto, 1987, p. 61). As a result, "A

major barrier to black student retention is the perception by black students that they are outsiders in the academic world, aliens in a hostile environment" (Gibbs, 1988, p. 353).

PART III

CONCLUSIONS AND RECOMMENDATIONS

Black Male Student Persistence At PWIs

Recent shifts in Black American college enrollment indicate that more than half of the nation's Black college students are now enrolled in PWIs -- predominantly White institutions (Carter & Wilson, 1992). Gibbs (1988) reported that the over-all college enrollment rates of Black students as a percentage of high school graduates has been declining since 1978. Smith (1988) supported Gibbs' work and revealed that much of this enrollment decline appeared to be directly related to decreases in the college enrollment of Black males. Gibbs found, that while more Black males entered college, Black females actually graduated from college at higher rates. Fleming (1984) suggested that Black male students at PWIs were less likely to persist, until graduation, for a variety of reasons that were only secondarily associated with academic performance.

Factors affecting the persistence of Black male college students begin early in their lives. A 1992 examination, "Defining Differences: Black

Men and Black Women in Higher Education" by the University of Houston, of the conditions affecting Black male persistence reveals what some have called the *rites of educational passage* concept. The process by which Black male students move from childhood through adolescence to graduation in higher education becomes so progressively constrictive and restrictive that it significantly reduces the number of those who can successfully survive the process. Traditional explanations and rationale for why Black males, in particular, fail to survive this process have generally run the gamut from defective student paradigms to defective institutional paradigms to modified defective interaction or adjustment type paradigms. A number of studies, however, produced results which indicated that the variables influencing Black college student persistence did not support the results from the studies of traditional college student populations.

Allen (1985) found that Black male students who appeared to be economically better off and who expressed higher achievement motivation did not have the expected higher college grade point averages. Allen, concluded that "It is conceivable that by college entry Black student populations have become quite homogeneous in economic

and motivational levels; this being the cumulative result of selection and screening processes (e.g., admissions decisions, financial awards, and academic dismissal procedures)" (Allen, 1985, p. 145). Porter (1990) reported the "puzzling finding" that "Among black students, the students in the highest ability quartile were less likely to complete and more likely to drop out than all other black students except those in the lowest test-score group" (Porter, 1990, p. 34).

However, Ross & Jackson (1991) stated that when teachers perceive that Black male students are nonsubmissive and independent acting then they tend to hold relatively low academic expectations for them. But, when they perceive that Black males are submissive and conforming then the negative evaluations tend to disappear. These negative academic expectations have the potential to become the beginnings of the a self-fulfilling educational prophecy. "Because teachers have lowered academic expectations, Black males (and especially non-submissive Black males) can end up performing at poorer academic levels" (Ross & Jackson, 1991, p. 81). In the case of Black females, even nonsubmissives are not perceived as a threat and so negative evaluations are not produced.

There was one school of thought in the Adjustment or Defective Interaction Paradigm Literature which viewed defective interactions between Black students and predominantly White institutions (PWIs) as a normal state of affairs (Allen, 1985; Astin, 1964; Beckham, 1987; Burbach & Thompson, 1973; Cheek, 1976; Cherbaut, 1978; Erazo, 1991; Loo & Rolison, 1986; Siggelkow, 1991; Staples, 1978; Steward, Jackson & Jackson, 1990; Suen, 1983; Thompson & Fretz, 1991; Tinto, 1987; Young, 1983; among others). This school of thought would form the research base for a separate non-traditional paradigm explaining Black college student persistence.

In 1972, Willie and McCord found that because Black students expected more social acceptance than they found at predominantly White institutions (PWIs), their resulting anger and despair contributed to a desire to socially and culturally segregate themselves from White students. A major study by Fleming (1984), indicated that Black female students at predominantly White campuses tended to become more socially assertive and manipulative. Fleming viewed Black female students' college institutional interactions as being dominated by the need to assert themselves in response to an unresponsive or hostile

BEST COPY AVAILABLE

environment. However, Fleming found that Black male students who persist at predominantly White institutions, when compared to males at historically Black colleges, appeared to lose their social assertiveness and become submissive to external authority. Fleming's study described regional variations in Black student temperament factors which supported the earlier work of Willie & McCord (1972). Gibbs (1988) identified *withdrawal* as the most common adaptation response that Black students employed in coping with identity conflicts associated with White educational environments.

Gibbs (1988) described withdrawal as culminating in the wish to avoid contact with conflict producing situations. The second most common coping adaptation was described by Gibbs as *separation* which was characterized by anger, hostility, and contempt for White middle-class values and behavior patterns. Steward et al. (1990) found that it was necessary for successful Black students to interact differently when in a minority campus status than when in an all-Black campus situation. Their research concluded that "Black students on predominantly White campuses must acknowledge the value of remaining a 'stranger' to protect themselves from events that might contribute to academic

demise" (Steward et al., 1990, p. 515). As a result, Black and White students became divided into two mutually exclusive campus social communities. Numerous reports of racism and cultural insensitivity on many college campuses suggest that these exclusive communities are engaging in cultural conflict.

The struggle to survive this cultural conflict appeared to selectively affect the educational behavior and social temperament of many Black male students in a process described by Fleming as *depressive withdrawal.* Upon entering predominantly White institutions (alien territory), Black males fell into the primate dominance hierarchical category of *subdominant* males because of their high visibility and small numbers (Fleming, 1984 p. 142). Fleming reported subdominant males "lapse into a nonconfrontational, lethargic state of behavior" adequately described by the depressed developmental profiles of Black males in White college environments (Fleming, 1984, p. 142). Fleming felt that these Black male student campus coping patterns "may not do much for intellectual development, but then survival has always been the first priority of blacks in hostile surroundings" (Fleming, 1984, p. 116).

In 1991, Ross and Jackson reviewed the findings of a number of

other studies that investigated the temperament of academically successful Black students at PWIs. "These findings share a common thread: Successful Black students (especially males) are conforming, submissive, and prudent" (Ross & Jackson, 1991, p. 79). Ross and Jackson further suggested that nonsubmissive and independent behavior in Black males may be threatening to teachers who viewed these characteristics as undesirable traits for this particular student group. Sadberry-Wilson, Winfield & Royster (1991) supported Ross & Jackson by reporting on research which notes that "behaviors viewed as positive for White males (e.g., aggressive, go-getter) are viewed negatively for African-American males (e.g., dangerous, needing external controls)" (Sadberry-Wilson et al., 1991, p. 88).

The MultiCultural Conflict Paradigm

Interestingly, a fairly early cultural explanation for Black male college student behavior was found in the 1976 work of Donald Cheek. Dr. Cheek, proposed a conceptual modification of the theoretical base associated with assertive behavior paradigms in order to include Black cultural experiences. "*Considering the oppressive conditions historically faced by blacks and one of the survival techniques frequently used...which*

was to appear to ignore a situation...I feel that 'passive' is a more 'culturally' consistent term than 'non-assertive'....the goal of those blacks interested in surviving was to put on an act for the white man...to act like you were passive even though you felt aggressive or assertive....since frequently there was no choice involved " (Cheek, 1976, p. 16). For these reasons, Cheek used the term *passive* as other authors used the term non-assertive or submissive when describing Black behavior in predominantly White environments. Cheek (1976), believed that passive Black temperament was a normal expression of people who had lifestyles conditioned by the lingering effects of the "Jim Crow Halo Effect" (CheeK, 1976, p. 38). Cheek predicted that, in response to hostile social environmental conditions, Blacks would begin to exhibit one or more distinct behavioral adjustment styles (Cheek, 1976, p. 38). Cheek listed the following ten Black style characteristics:

1. Bi-dialectical, which means a knowledge of standard English as well as a familiarity with or emphasis on Black slang,
2. Cultural paranoia, a general distrust of Whites until proven otherwise,
3. A preoccupation with race and its importance,

4. A seething aggression and pent up anger and rage,

5. A lack of loyalty to White institutions or organizations,

6. Conflict in whether to talk 'White' or 'Black',

7. An ability to 'fake it' with White people and not reveal self,

8. An alertness to preferential treatment given to Whites,

9. A sensitivity to non-verbal cues such as body posturing, manner of walk, use of eyes, sucking of teeth and facial expressions;

10. A suspiciousness and unconvinced attitude concerning patriotism, authority, the value of law and hard work.

Cheek (1976), believed that these Black cultural modes or styles of adjustment varied according to "whether or not the black person is an adult or a child, has particular religious affiliation, is male or female, has light or dark skin, is working class or professional, lives in the South or in another locality" (Cheek, 1976, p. 38). Cheek felt that an awareness of these cultural styles was necessary for a complete understanding of why and how Blacks' behavioral reactions would be different from those of Whites and that the traditional shallow, one-sided, White interpretation of these behavioral patterns and styles is usually inadequate.

The literature on Black students at predominantly White institutions appears to indicate that low Black male persistence stems, partially, from the fact that college administrators and faculty were not prepared to adequately accommodate the unique social interaction styles of this culturally different population. "Even the loud strong voices of many blacks, their hair styles, manner of dress and use of slang 'street talk' is not in the realm of appropriate behavior as viewed by many whites" (Cheek, 1976, p. 18). Young Black males who were described as nonsubmissive clearly received poorer ratings of future academic success than Black males who were described as submissive (Ross & Jackson, 1991). It is the view of some, that the cultural interaction styles of many Black males are probably perceived as potentially threatening, eliciting fear reactions in White faculty and administrators (Ross & Jackson, 1991). Others tend to view these cultural interaction styles as complex defensive reactions to the multitude of situations and conditions which Black males must adjust to in order to remain physically safe and psychologically healthy in a society that still stigmatizes most Blacks as innately inferior (Cheek, 1976).

Summary

The research literature related to traditional college student persistence can be generally classified into three major theoretical paradigms; the defective student, the defective institution and the defective interaction. The most prominent research theories related to Black college student persistence can be generally classified into two major theoretical paradigms:

1. The traditional paradigm, which argues that the cognitive and noncognitive factors affecting college persistence are basically the same for all sub-groups of students.

2. The multicultural conflict paradigm, which argues that college persistence for minority students is influenced by unique cultural identity/style conflicts at PWIs.

A number of recent studies suggest that Black college student persistence is not adequately explained by the results from the research on traditional college student persistence. There, also, does not appear to be a general traditional research consensus concerning which variables demonstrate the greatest influence on college persistence for Black students.

M. Haralson, 93

Recent research findings from a number of multicultural studies identify *cultural conflict* as the major influence affecting Black college student persistence (Thompson & Fretz, 1991). The exact nature of these conflicts has not yet been completely defined in the literature but they appear to involve the effects of negative institutional perceptions and reactions to cultural differences in Black student temperament and behavioral styles at predominately White institutions (PWIs).

The literature related to multicultural conflict has reported strong gender effect differences in the persistence rates of Black students at PWIs. Some researchers think that Black female students are better at changing their cultural interaction styles in order to accommodate predominantly White campus environments and as a result they have higher college persistence rates. Others, feel that higher Black female persistence rates are a result of the fact that White campus environments tend to view Black female cultural interaction styles as less threatening than the styles of their Black male counterparts.

Multicultural conflict studies have generally concluded that there are differences in the temperament and cultural behavior styles of academically successful Black male students. Successful Black students

(especially males) tend to be conforming and submissive (Ross and Jackson, 1991). Comparisons between Black male students who graduate from high school but do not go on to college or voluntarily drop out of college before their junior year with successful Black male students have often identified assertiveness as a negative temperament characteristic in relationship to Black male educational persistence (Carter & Wilson, 1992). There appears to be little, if any, research that investigates the possible relationship between cultural temperament or behavioral styles and the successful persistence of high achieving Black male college students. In fact, few studies in the literature have concentrated on aspects related to high achieving Black male college student persistence. The *puzzling* preliminary finding of Porter (1990) that high ability Black students were more likely to drop out; combined with Ross and Jackson (1991) teacher perception/academic expectations results, strongly suggest that Black male academic success improves as perceptions of Black student submissiveness increases.

The literature in this review has been purposely geared towards exploring the relationships between the culturally unique assertive interaction styles of Black students in general, and Black males in

particular, and their overall persistence rates at predominantly White institutions. The major focus is on non-assertive or passive aspects of successful Black male student adaptation to college. Although the literature on student persistence is extensive, few studies have focused their investigation on the cultural behavioral style adaptations of Black males in relationship to their ability to successfully persist on predominantly White campuses. This area was chosen because it appears to provide a promising basis for exploratory research aimed at expanding the current conceptual framework for the non-defective theoretical paradigm of Black student persistence at PWIs.

FINDINGS

1. The literature reveals great differences of opinion concerning the identification of variables affecting student persistence.
2. More than 65% of the nation's Black college students are enrolled in Predominantly White Institutions - PWIs (Fleming, 1984).
3. Higher education's pool of potential students is increasingly made up of minority youth, however, less than 20% of all the degrees earned by Black students are produced at PWIs (Fleming, 1984).
4. Black male students at PWIs were less likely to persist to

graduation (Fleming, 1984).

5. College enrollment rates for Black males are declining (Green, 1989).

6. Despite the best efforts of PWIs in promoting the recruitment and retention of minority students, the gap between minority student participation rates and those for White students is getting larger (Green, 1989).

7. High ability/High social economic status Black students appear to have very low persistence rates at PWIs (Porter, 1990).

8. The literature reveals great differences of opinion on the relationship between traditional student persistence variables and variables related to Black student persistence.

9. Black male academic success appears to be strongly related to instructor perceptions of Black student submissiveness at PWIs (Ross & Jackson, 1991).

10. The number of degrees obtained by Black women greatly exceeded the number obtained by Black men from 1987-1989 (Carter & Wilson, 1992).

11. Assertiveness has been identified as a negative temperament

characteristic for Black male students at PWIs (Carter & Wilson, 1992).

IMPLICATIONS

I. Educational research has not currently produced any generally accepted unified theoretical explanation for the successful persistence of Black male students on predominantly White campuses (PWIs). As a result, the development of more effective strategies for the recruitment and retention of post-secondary level minority students has suffered.

2. Traditional Interaction Paradigm Studies have tended to generally ignore cultural and racial identity development models in formulating explanations for low Black student persistence rates.

3. The culture of predominantly White institutions appears to negatively affect Black male students in ways which have not been adequately addressed in most studies identifying variables related to college student persistence.

4. A better understanding of the general mechanisms by which successful Black male students persist at PWIs is fundamental to the design and development of academic and nonacademic policies, programs, and practices which will contribute to increases in the rates

of recruitment and retention of this particular subgroup.

5. Exploratory research on Black male student persistence should be expanded beyond the current reliance on variables associated with *defective* theoretical paradigms.

Recommendations For Future Research

The literature on college persistence has not focused on culturally unique non-cognitive type variables that might help to explain the low persistence rates of Black male students with strong academic backgrounds. Allen (1984) contended that within-race comparisons offered the best possibilities for future research to explain Black student persistence. Allen's, *homogeneity hypothesis*, has not yet been empirically tested. as an explanation for the low academic success of economically better-off Black male students. Steward et al., (1990) felt that research focusing specifically on the interaction styles of successful Black students" may offer a better understanding of the Black student population on predominantly White campuses" (p. 510). Also, the relationship between Black male persistence and new models of Black or cultural identity formation remains to be investigated. As a result, there is a need for research studies which would investigate non-academic

differences between Black male college persister and non-persister student populations.

REFERENCES

Ackermann, S.P. (1991). A comparative analysis of minority and nonminority student success and persistence at a four-year institution. Dissertation Abstracts International, 51(7-A).

Adams, E.P., & Smith, B. (1987). Factors in student attrition among students at a historically Black university. NASPA Journal, 24(3), 33-38.

Aiken, L.R. (1964). The prediction of academic success and early attrition by means of a multiple-choice biographical inventory. American Educational Research Journal, 1(2), 127-135.

Alberti, R.E., & Emmons, M.L. (1970). Your perfect right: A guide to assertive behavior. San Luis Obispo, CA: Impact.

Alfert, E., & Suczek, R. (1971). Personality development and cultural change. Journal of Higher Education, 42, 21-26.

Alexander, L. (1990, April). An analysis of cognitive style attributes and achievement patterns of African-American and White children, and implications thereof. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Allen, W.R. (1985). Black student, White campus: Structural, interpersonal, and psychological correlation of success. Journal of Negro Education, 54, 134-147.

Allen, W. (1986). Gender and Campus Race Differences in Black Student Academic Performance, Racial Attitudes and College Satisfaction. Atlanta: Southern Education Foundation.

Allen, W. (1987). Black college vs. white colleges: The fork in the road for

black students. Change, 19, 28-34.

Allen, W., Bobo, L., & Fleuranges, P. (1984). Preliminary Report:1982 Undergraduate Survey of Black Undergraduate Students Attending Predominantly White, State-Supported Activities. Ann Arbor, MI: National Study of Black College Students, Center for Afro-American and African Studies.

Altbach, P.G., & Lomotey, K. (1991). The Racial Crisis in American Higher Education. New York: State University of New York Press.

Apostal, R. (1970). Personality types and preferred college subculture. Journal of College Student Personnel, 11, 206-209.

Anderson, K.L. (1984). Race differences in the effects of colleges characteristics on educational attainment. Washington, DC. National Institute of Education. (ERIC Document Reproduction Service No. ED 256-249).

Angers, W.P. (1961). Achievement motivation in college and prevention of dropouts. Catholic Educational Review, LIX, 34-39.

Arrington, P.V.G. (1987). The impact of social and academic integration on minority student retention: Implications for policy. Dissertation Abstracts International, 49(07-A).

Ascher, C. (1984). Helping minority students with nontraditional skills to enter and complete college. Urban Review, 16 (1), 57-61.

Astin, A.W. (1964). Personal and environmental factors associated with college dropouts among high aptitude students. Journal of Educational Psychology, 55, 219-227.

Astin, A.W. (1972). College dropouts: A national profile. Washington, DC: American Council on Education.

Astin, A.W. (1975a). Preventing students from dropping out. San

Francisco: Jossey-Bass, Inc.

Astin, A.V. (1975b). The myth of equal access. Chronicle of Higher Education, 11, 24.

Astin, A.W. (1977). Four critical years. San Francisco: Jossey-Bass, Inc.

Astin, A.W. (1982). Minorities in American higher education: Recent trends, current prospects, and recommendations. San Francisco: Jossey-Bass, Inc.

Astin, A.W. (1985). Achieving academic excellence. San Francisco: Jossey-Bass, Inc.

Astin, H., & Cross, P. (1981). Black students in White institutions. Black Students in Higher Education in the 1970's. (Ed. G. Thomas) Westport, CT: Greenwood Press.

Ayewoh, M.E. (1985). Expressed needs and concerns of Black students at a small, rural, and predominantly white university. PA: Mansfied University. (ERIC Document Reproduction Service No. ED 256 227).

Ayres, Q., & Bennett, R. (1983). University characteristics and student achievement. Journal of Higher Education, 54, 516-532.

Baker, T. (1976). The weakening of authoritarianism in black and white college students. Sociology and Social Research, 60, 440-460.

Baldwin, J. (1981). Notes on an Africentric theory of black personality. Western Journal of Black Studies, 5, 172-179.

Baldwin, J. (1984). African self-consciousness and the mental health of African-Americans. Journal of Black Studies, 15, 177-194.

Baldwin, J., Duncan, J., & Bell, Y. (1987). Assessment of African self-consciousness among black students from two college environments. Journal of Black Psychology, 13, 27-41.

Beal, P.E., & Noel, L.(1980). What Works in Student Retention. Iowa City:

American College Testing Service.

Bean, J.P., & Metzner, B.S. (1985). A conceptual model of non-traditional undergraduate student attrition. Review of Educational Research, 55(44), 485-540.

Beckham, B. (1987). Strangers in a strange land. The experience of Blacks on White campuses. Educational Record, 68(4), 24-36.

Bennett, C., & Okinaka, A.M. (1990). Factors related to persistence among Asian, Black, Hispanic and White undergraduates at a predominantly White university:Comparison between first and fourth year cohorts. The Urban Review, 22(1), 33-60.

Berdie, R.F., & Hood, A.B. (1964). Personal values and attitudes as determinants of post-high school plans. The Personnel and Guidance Journal, LII, 754-759.

Bers, T.H., & Smith, K.E. (1991). Persistence of community college students: The influence of student intent and academic and social integration. Research in Higher Education, 32(5), 539-556.

Beasley, S.R., & Sease, N.A. (1974). Using biographical data as a predictor of academic success for Black university students. Journal of College Student Personnel, 15, 201-206.

Bielby, W., Hauser, R., & Featherman, D. (1977). Response errors of black and nonblack males in models of the intergenerational transmission of economic status. American Journal of Sociology, 82, 1242-1288.

Black, M. (1989). Minority student issues: Racial/ethnic data collected by the National Center for Education Statistics since 1969. (Report No. CS-89-267). Washington, DC: National Center for Education Statistics.

Blanc, R., DeBuhr, L. & Martin, D. (1983). Breaking the attrition cycle: The effects of supplemental instruction on undergraduate performance and attrition. Journal of Higher Education, 54, 80-90.

Bloom, A. (1987). The closing of the American mind. New York: Simon & Schuster.

Borg, W.R. (1981). Applying educational research: A practical guide for teachers. New York: Longman.

Bowles, F., & DeCosta, F. (1971). Between two worlds: A profile of Negro higher education. New York: McGraw-Hill.

Bowles, S. (1972). Schooling and inequality from generation to generation. Journal of Political Economy, 80, S219-S251.

Braddock, J. (1981). Desegregation and black student attrition. Urban Education, 15, 403-418.

Branch-Simpson, G. (1985). A study of the patterns in the development of black students at the Ohio State University. Dissertation Abstracts International, 45, 2422A.

Britts, M.W. (1976). Blacks on white college campuses. Minneapolis: Challenge Productions, Inc.

Bucklin, R.W., & Bucklin, M.L. (1970). The psychological characteristics of the college persister and leaver: A review. Washington, DC: U.S. Department of Health, Education, and Welfare. (ERIC Document Reproduction Service No. ED 049 709)

Burbach, H.J. (1972). The development of a contextual measure of alienation. Pacific Sociological Review, 15, 225-234.

Burbach, H.J., & Thompson, M.A. (1971). Alienation among college freshmen: A comparison of Puerto Rican, Black and White students. The Journal of College Student Personnel, 12, 248-252.

Burbach, H.J., & Thompson, M.A. (1973). Note on alienation, race, and college attrition. Psychological Reports, 33, 273-274.

Burgess, E. (1956). Personality factors in over- and under-achievers in engineering. Journal of Educational Psychology, XLVII, 88-99.

Burlew, K.H. (1979). Black youth and higher education: A longitudinal study (ERIC Document No. 181100), 12.

Burrell, L. (1979). Perception of administrators and minority students of minority student experience on predominantly white campuses. Barre, VT: Northgut Studio Press.

Carmichael, J.W., Jr. (1986). Predictors of success of Black Americans in a college-level pre-health professions program. Advisors, 6(4), 5-11.

Carroll, D. (1987). The effects of grants on college persistence. Washington, DC: National Center for Education Statistics.

Carroll, D. (1989). College persistence and degree attainment for 1980 high school graduates: Hazards for transfers, stopouts, and part-timers. Washington, DC: National Center for Education Statistics.

Carter, R., & Helms, J. (1987). The relationship of black value-orientations to racial identity attitudes. Measurement and Evaluation in Counseling and Development, 19, 185-195.

Carter, D.J., & Wilson, R. (1992). Minorities in higher education: tenth annual status report 1991. Washington, DC: American Council on Education.

Cazenave, N.A. (1984). Race, socioeconomic status, and age: The social context of American masculinity. Sex Roles, 11(7-8), 639-656.

Centra, J. (1970). Black students at predominantly white colleges: A research description. Sociology of Education, 43, 325-339.

Centra, J., Linn, R., & Parry, M. (1970). Academic growth in predominantly Negro and predominantly white colleges. American Educational Research Journal, 7, 83-98.

Cheatham, H., Slaney, R., & Coleman, N. (1990). Institutional effects on the psychosocial development of African-American college students. Journal of Counseling Psychology, 37, 453-458.

Cheatham, H., Tomlinson, S., & Ward, T. (1990). The African self-consciousness construct and African American American students. Journal of College Student Development, 31, 492-499.

Cheek, D. (1976). Assertive Blacks/Puzzled Whites. Los Angeles: Impact Publishing.

Chickering, A. (1971). Cultural sophistication and college experience. Educational Record, 52, 125-128.

Christoffel, P. (1986). Minority student access and retention: A review. Research and Development Update. New York: College Entrance Examination Board.

Claerbaut, D.P. (1978). Black student alienation: A study. San Francisco: R. and E. Research Associates.

Clewell, B.C., & Ficklen, M.S. (1986). Improving minority retention in higher education: A search for effective institutional practices. Princeton, NJ: Educational Testing Service.

Clewell, B.C., & Ficklen, M.S. (1987). Effective institutional practices for improving minority retention in higher education. Journal of College Admissions, 116, 7-13.

Commission for Educational Quality. (1985). Access to quality undergraduate education. Atlanta: Southern Regional Education Board.

Condran, J. (1979). Changes in white attitudes towards blacks: 1963-1977. Public Opinion Quarterly, 43, 463-476.

Congdon, R.G. (1964). Personality factors and the capacity to meet curriculum demands. The Personnel and Guidance Journal, LII, 767-775.

Cope, R., & Hannah, W. (1975). Revolving college doors: The causes and consequences of dropping out, stopping out, and transferring. New York: Wiley and Sons.

Coplein, L.E. (1962). Techniques for study of dropouts. Clearing House, XXXVI, 526-530.

Crane, D. (1969). Social class origins and academic success. Sociology of Education, 41, 1-17.

Cross, K.P. (1971). Beyond the open door: New students to higher education. San Francisco: Jossey-Bass.

Cross, K., & Astin, H. (1981). Factors influencing black students' persistence in college. In G. Thomas (Ed.), Black students in higher education. Westport, CT: Greenwood Press.

Cross, W., Jr. (1971). Discovering the black referent: The psychology of black liberation. In J. Dixon & B. Foster (Eds.), Beyond black or white. Boston: Little, Brown.

Cross, W., Jr. (1979). The Negro-to-black conversion experience: An empirical analysis. In A. Boykin, A. Franklin, & Yates (Eds.), Research directions of black psychologists. New York: Russell Sage Foundation.

Cross, W., Jr. (1980). Models of psychological nigrescence: A literature review. In R. Jones (Ed.), Black psychology (2nd ed.). New York: Harper & Row.

Davidson, J. (1974). Empirical development of a measure of black identity. Dissertation Abstracts International, 35, 7076A.

Davis, H. (1977). A comparison of academic achievement of black PE majors at predominantly black and predominantly white institutions. Journal of Physical Education and Recreation, 48, 24-25.

Davis, J., & Borders-Patterson, A. (1973). Black students in predominantly white North Carolina colleges and universities. (Research Rep. No. 2). New York: College Entrance Examination Board.

Dean, D.G. (1961). Alienation: Its meaning and measurement. American Sociological Review, 26, 753-758.

Demitroff, J.F. (1974). Student persistence. College and University, 49, 553-567.

Dervarics, C. (1990). Rand study: Black enrollment stagnation in higher education primarily due to high attrition rates. Black Issues in Higher Education, 12 (06), 4.

Devine, W.J. (1985). An interpretative study of stress and coping among persistent "high-risk" undergraduates at the University of California, Berkeley. Dissertation Abstracts International, 47 (03A), 833.

Donovan, R. (1984). Path analysis of a theoretical model of a theoretical model of persistence in higher education among low-income Black youth. Research in Higher Education, 21, 243-260.

Dunn, J.R. (1988). The shortage of Black male students in the college classroom: Consequences and causes. Western Journal of Black Studies, 12,(2), 73-76.

Durkheim E. (1961). Suicide (J. Spaulding & G. Simpson, Trans.). Glencoe: The Free Press.

Eckland, B.K. (1964). College dropouts who came back. Harvard Educational Review, XXXIV(3), 402-420.

Eckland, B.K. (1964). Social class and college graduation: Some misconceptions corrected. American Journal of Sociology, LXX (1), 36-50.

Edmonds, G. (1984). Needs assessment strategy for black students: An examination of stressors and program implications. Journal of Non-White Concerns, 12, 48-56.

Education has little impact on minority unemployment, study finds. (1982, November 29). Higher Education Daily, p.2.

Elton, C.P. (1970). Personality of low income males: College vs. non-college. The Journal of College Student Personnel, 11, 210-212.

Elton, C.P., Rose, H. (1969). Differential change in male personality test scores. Journal of College Student Personnel, 10, 373-377.

Epps, E. (1972). Black students in white schools. Worthington, OH: Jones.

Epps, E.G., & Jackson, K,W. (1985). Educational and Occupational aspirations and early attainment of Black males and females. Atlanta, GA: Southern Educational Foundation.

Ethington, C.A. (1990). A psychological model of student persistence. Research in Higher Education, 31(3), 279-293.

Erazo, A.G. (1991). Self-efficacy, defensive pessimism, and social support: Relationships to the college adjustment of minority

students. Dissertation Abstracts International, 52 (04A), 129.

Everett, C.L. (1979). An analysis of student attrition at Penn State. University Park, PA: Pennsylvania State University, Office of Planning and Budget.

Evans, D., Jones, P., Wortman, R., & Jackson, E. (1975). Traditional criteria as predictors of minority students success in medical school. Journal of Medical Education, 50, 934-939.

Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley.

Fleming, J. (1981). Special needs of blacks and other minorities. In A. Chickering & Associates, The modern American college. San Francisco: Jossey-Bass.

Fleming, J. (1984). Blacks in College: A comparative study of students' success in Black and White institutions. San Francisco: Jossey-Bass.

Floyd, N.E. (1982). The minority student in higher education: An annotated bibliography.

Galicki, S.J., & McEwen, M.K. (1989). The relationship of residence to retention of Black and White undergraduate students as predominantly White university. Journal of College Student Development, 30, 389-394.

Galassi, J.P., Delo, J.S., Galassi, M.D., & Bastien, S. (1974). The college self expression scale: A measure of assertiveness. Behavior Therapy, 5, 165-171.

Galassi, M.D., & Galassi, J.P. (1977). Assert yourself! How to be your own person. New York: Human Sciences Press.

Garibaldi, A. (1991). The role of historically Black colleges in facilitating

resilence among African-American Students. Education and Urban Society, 24, 103-112.

George, R.L., & Marshall, J.C. (1971). Personality of young adults: College vs. non-college. The Journal of College Student Personnel, 12, 438-444.

Gerritz, H.G.J. (1956). The relationship of certain personal and socio-economic data to success of resident freshman enrolled in the College of Sciences, Literature, and the Arts at the University of Minnesota. Dissertation Abstracts, 2366.

Gibbs, J.T. (1973). Black students/white university: Different expectations. Personnel and Guidance Journal, 51, 463-469.

Gibbs, J.T. (1974). Patterns of adaptation among Black students at a predominantly White university. American Journal of Orthopsychiatry, 44, 728-740.

Gibbs, J.T. (1988). Young, Black, and male in America: An endangered species. Dover, MA: Auburn House Publishing Co.

Giles-Gee, H.F. (1989). Increasing the retention of Black students: A multimethod approach. Journal of College Student Development, 30,(3), 196-200.

Gonyea, G.B. (1964). Follow-up study of above-average students who leave the University of Texas (Research Report No.16). The University of Texas Testing and Counseling Center.

Gordon, E,W., & Wilkerson, D.A. (1966). Compensatory practices in college and universities. Compensatory Education for the Dis-advantaged Programs and Practices: Preschool through College. New York: College Entrance Examination Board.

Gordon, S.A., & Johnson, D.H. (1982). Characteristics of withdrawing

students. In D.H. Johnson (Ed.), Report of the Withdrawal Office: The who, when, why, and how of withdrawal at University of Maryland. College Park, MD: University of Maryland. (ERIC Document Reproduction Service No. ED 231 282)

Gosman, E.J., Dandridge, B.A., Nettles, M.T., & Thoeny, A.R. (1983). Predicting student progression: The influence of race and other student and institutional characteristics on college student performance. Research in Higher Education, 18(2), 209-236.

Grace, H.A. (1957). Personality factors and college attrition. Peabody Journal of Education, XXXV, 36-40.

Grosset, J.M. (1991). Patterns of integration, commitment, and student characteristics and retention among younger and older students. Research in Higher Education, 32(2), 159-178.

Guloyan, E. (1986). An examination of white and non-white attitudes of university freshmen as they relate to attrition. College Student Journal, 20, 396-402.

Gurin, P., & Epps, E. (1975). Black consciousness, identity and achievement: A study of students in historically black colleges. New York: John Wiley & Sons.

Hall, W., Cross, W., & Freedle, R. (1972). Stages in the development of black awareness: An empical investigation. In R. Jones (Ed.), Black psychology. New York: Harper & Row.

Hall, W., Freedle, R., & Cross, W. (1972). Stages in the development of black identity (ACT Research Rep. No. 50). Iowa City, IA: American College Testing Program.

Harper, F.D. (1975). Black students/White campuses. Washington, DC: American Personnel and Guidance Association Press.

Hauser, S., & Kassendorf, E. (Eds.). (1983). Black and white identity formation (2nd ed.). Malabar, FL: R. E. Krieger.

Heath, D.H. (1968). Growing Up in College. Jossey-Bass, Inc., Publishers, San Francisco.

Helms, J. (Ed.). (1990). Black and white racial identity: Theory, research, and practice. New York: Greenwood.

Hicks, J.L., & Dwinell, P.L. (1990). Factors related to the academic success of high risk freshman: Three case studies. College Student Journal, 24(4), 380-386.

Holmes, D. (1958). Investigation of student attitudes which may be related to leaving college. Journal of Educational Research, LII, 17-21.

Hood, A., & Jackson, L. (1986). The Iowa Developing Autonomy Inventory. In A. Hood (Ed.), The Iowa Student Development Inventories. Iowa City, IA: Hitech Press.

Hostetter Smith, C.J. (1981). A study of persistence and non-persistence in community college with a sample of urban community college students. Dissertation Abstracts International, 42(03-A), 972.

Iffert, R.E. (1957). Retention and withdrawal of college students. Washington, DC: U.S. Government Printing Office.

Ikenberry, S.O. (1961). Factors in college persistence. Journal of Counseling Psychology, IV, 322-329.

Itzkowitz, S., & Petrie, R. (1986). The student Developmental Task Inventory: Scores of northern versus southern students. Journal of Multicultural Counseling and Development, 16, 63-72.

Jackson, B. (1975). Black identity development. In L. Golubschick & B.

Persky (Eds.), Urban social and educational issues. Dubuque, IA: Kendall-Hunt.

Jackson, G.A. (1987). Characteristics of successful minority students. Journal of Educational Opportunity, I(1), 44-55.

Jackson, G.A. (1992). Why they continue to fail, Black students in White colleges - The dark side of higher education: A review of the literature. Journal of the National Council of Educational Opportunity Associations, Z (1). 14-19.

Jensen, E.L. (1981). Student financial aid and persistence in college. Journal of Higher Education, 53 (3), 280-294.

Jex, F.B., & Merrill, R.M. (1962). A study in persistence: Withdrawal and graduation rates at the University of Utah. The Personnel and Guidance Journal, XL(9), 762-768.

Johnson, R.H. (1980). The relationship of academic and social integration to student attrition--A study across institutional types. Dissertation Abstracts International, 41, 1868A. (University Microfilms No. 80-25, 700)

Jones, L.G. (1979). Black students enrolled in White colleges and universities: Their attitudes and perceptions. Atlanta, GA: Southern Regional Education Board.

Karen, D. (1991). The politics of class, race and gender: Access to higher education in the United States. American Journal of Education, 99(February), 208-237.

Katz, I., & Greenbaum, C. (1963). Effects of anxiety threat and racial environment on task performance of Negro college students. Journal of Abnormal and Social Psychology, 66, 562-567.

Keller, G. (1988). Review essay. Black students in higher education: Why

so few? Planning for Higher Education, 17 (3), 43-57.

Kenner, D.B. (1983). The relationship of non-academic factors in the retention of minority students attending predominantly White institutions of higher education. Dissertation Abstracts International, 44(3-A), 709-710.

Kilson, M. (1973, April). Blacks at Harvard: Crisis and change. Harvard Bulletin.

Kimball, R., & Gelso, C. (1974). Self-actualization in a marathon growth group: Do the strong get stronger? Journal of Counseling Psychology, 21, 38-42.

Klitgaard, R. (1985). Choosing elites. New York: Basic Books.

Knaak, N.K. (1957). A study of the characteristics of academically successful and unsuccessful freshman women who entered Northwestern University in the Fall of 1954. Dissertation Abstracts, 304-305.

Knoell, D.M. (1960). Institutional research on retention and withdrawal. In Hall T. Sprague (Ed.) Research on College Students. Western Interstate Commission for Higher Education and The Center for Higher Education, Boulder, CO., 41-65.

Kowalski, C. (1977). The impact of college on persisting and non-persisting students. New York: Philosophical Library.

Kraft, C.I. (1991). What makes a successful Black student on a predominantly White campus? American Educational Research Journal, 28(2), 423-443.

Kramer, G., et al. (1985). Why students persist in college: A categorical analysis. NACADA Journal, 5, 1-17.

Lee, V.E., Winfield, L. F., & Wilson, T.C. (1991). Academic behaviors

among high-achieving African-American students. Education and Urban Society, 24, 65-86.

Leemon, T. (1972). The rites of passage in a student culture: A study of the dynamics of transition. New York: Teachers College Press.

Lenning, O.T., Sauer, L., & Beal, P. (1980). Student retention strategies (Higher Education Research Report No. 8). Washington, DC: ERIC Clearinghouse on Higher Education.

Leon, G. (1974). Personality change in the specially admitted disadvantaged student after one year in college. Journal of Clinical Psychology, 30, 522-528.

Link, C., Ratledge, E., & Lewis, K. (1976). Black-white differences in returns to schooling: Some new evidence. American Economic Review, 66, 221-223.

Little, J.K. (1959). Persistence of academically talented youth in university studies. Educational Record, XL, 237-241.

Locke, D., & Zimmerman, N. (1987). Effects of peer-counseling training on psychological maturity of black students. Journal of College Student Personnel, 28, 525-532.

Look, C.M., & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly White university. Journal of Higher Education, 57 (1), 58-77.

Mallinckrodt, B. (1988). Student retention, social support, and dropout intention: Comparison of black and white students. Journal of College Student Development, 29, 60-64.

Marron, J., & Kayson, W. (1984). Effects of living status, gender, and year in college on college students. Psychological Reports, 55, 811-814.

Marsh, H., & Parker, J. (1984). Determinants of student self-concept: Is it better to be a relatively large fish in a small pond even if you don't learn to swim as well? Journal of Personality and Social Psychology, 46, 213-231.

Maryland University. (1987). Students who become nonpersisters: Who, when, why, and to do what? The Astin Index: One approach to predicting persistence at UMCP four years after initial enrollment (Research Reports 5 and 9). College Park: Maryland University, Maryland Longitudinal Study Steering Committee.

Mattila, J. (1982). Determinants of male school enrollments: A time series analysis. Review of Economics and Statistics, 64, 242-251.

McClelland, K. (1990). Cumulative disadvantage among the highly ambitious. Sociology of Education, 63, 102-121.

Midgette, T.E., & Stephens, C. (1990). High risk minority male student retention model: A collaborative program for Black students. Educational Consideration, 18(1), 33-34.

Miller, H.J. (1988). Minority vs. non-minority student retention programs at predominantly White universities: A comparative analysis of their program structural components and design. Western Journal of Black Studies, 12(2), 86-91.

Millham, J., & Smith, L.E. (1981). Sex-role differentiation among Black and White Americans: A comparative study. Journal of Black Psychology, 7(2), 77-90.

Milliones, J. (1974). Construction of the Developmental Inventory of Black Consciousness. Dissertation Abstracts International, 35, 1241A.

Milliones, J. (1980). Construction of a black consciousness measure: Psychotherapeutic implications. Psychotherapy: Theory, Research,

and Practice, 17, 175-182.

Minatoya, L.T., & Sedlacek, W.E. (1980). Interracial differences among universities freshmen (Report No. UM-CC-RR-3-80). College Park: Maryland University, Counseling Center.

Mingle, J.R. (1987). Focus on minorities: Trends in higher education participation and success. Denver: Education Commission of the States/State Higher Education Executive Officers.

Moline, A.E. (1987). Financial aid and student persistence: An application of causal modeling. Research in HigherEducation, 26 (2), 130-147.

Montgomery, J.R. (1964). Proceedings of the Research Conference on College Dropouts: Cooperative research project number F-065. The University of Tennesse. Knoxville, TN: Cooperative Research Program of the Office of Education, United States Department of Health, Education and Welfare.

Moore, B. (1985). A longitudinal/panel study of persisting and nonpersisting rural minority college students. Part I: Freshman uninterrupted enrollees, transfers, and dropouts (Research Bulletin No. 47). Washington, DC: Department of Agriculture.

Moran, J.J. (1991). Extracurricular activities for educationally disadvantaged undergraduates. Journal of College Student Development, 32, 78-79.

Mosher, D.L., & Sirkin, M. (1984). Measuring in a macho personality constellation. Journal of Research in Personality, 18, 150-164.

Murdock, T.A. (1987). It isn't just money: The effects of financial aid on student persistence. Review of Higher Education, 11(1), 75-101.

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. April. Washington, DC: U.S.

Government Printing Office.

Nelson, R.B., Scott, T.B., & Bryan, W.A. (1984). Precollege characteristics and early college experiences as predictors of freshmen year persistence. Journal of College Student Personnel, 25 (1), 50-54.

Nettles, M. (1988). Towards Black undergraduate student equality in American higher education. New York: Greenwood Press.

Nettles, M., Thoeny, A., & Gosman, E. (1986). Comparative and predictive analyses of black and white students's college achievement and experience. Journal of Higher Education, 37, 289-318.

O'Brien, E.M. (1989). 1988 ACE annual rport sounds the alarm: Higher education community must act on the crisis of the Black male. Black Issues in Higher Education, 5,(21), 3-17.

Pantages, T.J., & Creedon, C.F. (1978). Studies of college attrition: 1950-1975. Review of Educational Research, 48, 49-101.

Parham, T., & Helms, J. (1985). Attitudes of racial identity and self-esteem of black students: An exploratory investigation. Journal of College Student Personnel, 26, 143-147.

Pascarella, E.T. (1980). Student-faculty informal contact and college outcomes. Review of Educational Research, 50 545-595.

Pascarella, E.T. (1985). Racial differences in the factors influencing bachelor's degree completion: A nine-year follow-up. Research in Higher Education, 23, 351-373.

Pascarella, E.T., & Chapman, D.W. (1983). A multi-institutional, path analytic validation of Tinto's model of college withdrawal. American Educational Research Journal, 20, 87-102.

Pascarella, E.T., Smart, J., Ethington, C., & Nettles, M. (1987). The Influence of college on self-concept: A consideration of race and

gender differences. American Educational Research Journal, 24, 49-77.

Pascarella, E.T., Smart, J., & Stoecker, J. (1989). College race and the early status attainment of black students. Journal of Higher Education, 60, 82-107.

Pascarella, E.T., & Terenzini, P.T. (1977). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. Journal of Higher Education, 48, 540-552.

Pascarella, E.T., & Terenzini, P.T. (1979). Interaction effects in Spady's and Tinto's conceptual models of college dropouts. Sociology of Education, 52, 197-210.

Pascarella, E.T., & Terenzini, P.T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. Journal of Higher Education, 51, 60-75.

Pascarella, E.T., & Terenzini, P.T. (1986). Informal, interaction with faculty and freshment ratings of academic and non-academic experiences of college. Journal of Educational Research, 70, 35-41.

Pascarella, E. T., & Terenzini, P.T. (1991). How College Affects Students. San Francisco: Jossey-Bass.

Paulson, D.L. Jr., & Stahmann, R.F. (1973). High risk students who graduated: A follow-up study. Journal of College Student Personnel, 14, 3, 149-152.

Pavel, D. M., & Reiser, M. (1991). Using national data bases to examine minority student success in higher education. New Directions for Institutional Research, 18 (1), 5-20.

Pearlman, S. (1962). An investigation of the problem of academic underachievement among intellectually superior college students.

Unpublished doctoral dissertation, New York University.

Peng, S. (1977). Withdrawal from institutions of higher education. Washington, DC: National Center for Education Statistics.

Peng, S.G., & Fetters, W.B. (1978). Variables involved in withdrawal during the first two years of college: Preliminary findings from the National Longitudinal Study of High School Class of 1972. American Educational Research Journal, 15, 361-372.

Pervin, L.A., Reik, L.E., & Dalrymple, W. (1966). The college dropout and the utilization of talent. Princeton University Press.

Pfeifer, C. (1976). Relationship between scholastic aptitude, perception of university climate and college success for black and white students. Journal of Applied Psychology, 61, 341-347.

Phinney, J.S., & Rotheram, M.J. (1987). Children's ethnic socialization: Pluralism and development. Newbury Park, CA: Sage.

Pike, G.R. (1991). The effects of background coursework, and involvement on student's grades and satisfaction. Research in Higher Education, 32, 15-30.

Porter, O.F. (1990). Undergraduate completion and persistence at four-year colleges and universities: Detailed findings. Washington, DC: National Institute of Independent Colleges and Universities.

Pounds, A. (1987). Black students' needs on predominantly white campuses. In D. Wright (Ed.), Responding to the needs of today's minority students (New Directions for Student Services No. 38). San Francisco: Jossey Bass.

Pounds, A. (1989). Black student. In M.L. Upcraft and J.N. Gardner (Eds.). The Freshman Year Experience. San Francisco, CA: Jossey-Bass.

Rathus, S.A. (1973). A thirty-item schedule for assessing assertive behavior. Behavior Therapy, 4, 398-406.

Rogus, B.H. (1984). The use of non-cognitive variables in the prediction of Black freshmen's academic performance. Paper presented at conference of the Southern Association for Institutional Research, Little Rock, AT. (ERIC Document Reproduction Service No. ED 258 498).

Robinson, T. (1990). Understanding the gap between entry and exit: A cohort analysis of African American students' persistence. Journal of Negro Education, 59(2), 13-21.

Rose, H.A., & Elton, C.F. (1966). Another look at the college dropout. Journal of Counseling Psychology, 13, 242-245.

Rose, R.M., Holaday, J.W., & Bernstein, I.S. (1971). Plasma testosterone, dominance rank and aggressive behavior in male Rhesus monkeys. Nature, 231(5302), 366-368.

Rosenkrantz, P., Vogel, S., Bee, H., Broverman, I., & Brovermen, D.M. (1968). Sex-role stereotypes and self-concepts in college students. Consulting Clinical Psychology, 32, 287-295.

Ross, S.I., & Jackson, J.M. (1991). Teacher's expectations for Black males' and Black females' academic achievement. Personality and Social Psychology Bulletin, 17(1), 78-82.

Rossman, J.E., & Kick, B.A. (1970). Factors related to persistence and withdrawl among university students. Journal of Counseling Psychology, 17, 56-62.

Rugg, E.A. (1982). A longitudinal comparison of minority and nonminority college dropouts: Implications for retention improvement programs. Personnel and Guidance Journal, 61(4), 232-235.

Sadberry-Wilson, K.R., Winfield, L.F. & Royster, D.A. (1991). Resilience and persistence of African-American males in postsecondary enrollment. Education and Urban Society, 24 (1), 87-102.

Sakaki, J.K. (1991). A comparative study of high risk undergraduate persisters and non-persisters (minority students). Dissertation Abstracts International, 52(08-A), 2837.

Sanders, L.D. (1991). The relationship between the location and size of predominantly white colleges and universities and the success of Black students at those colleges and universities (minority retention). Dissertation Abstracts International, 52 (04-A), 1227.

Schonert, K.A., Elliott, J.P., & Bills, D.B. (1991). Rural Iowa youth: A descriptive summary of postsecondary persistence five years after high school. Research in Higher Education, 32, 269-288.

Schroeder, C. (1980). Redesigning college environments for students. In F. Newton & K. Ender (Eds.), Student development practices. Springfield, IL: Charles Thomas.

Sedlacek, W.E., Brooks, G.C.,Jr., & Mindus, L.A. (1973). Minority students in higher education. Journal of College Student Personnel, 14(1), 16-46.

Sedlacek, W.E., & Pelham, J.C. (1976). Minority admissions to large universities: A national survey. Journal of Non-White Concerns in Personnel and Guidance, 4, 53-63.

Sedlacek, W.E., & Webster, D.W. (1978). Admission and retention of minority students in large universities. Journal of College Student Personnel, 19, 242-248.

Sexton, V.S. (1965). Factors contributing to attrition in college populations: Twenty-five years of research. Journal of General

Psychology, 72, 301-326.

Shaffer, P. (1973). Academic progress of disadvantaged minority students: A two year study. Journal of College Student Personnel, 14, 41-46.

Shaw, M.C., & Brown, D.J. (1957). Scholastic underachievement of bright college students. The Personnel and Guidance Journal, XXXVI, 195-199.

Siggelkow, R.A. (1991, Winter). Racism in higher education: A permanent condition? NASPA Journal, 28,(2), 98-104.

Slater, J.M. (1960). Influence on students' perceptions and persistence in undergraduate college. Journal of Educational Research, LIV, 3-8.

Smith, D.H. (1981). Admissions and retention problems of Black students at seven predominantly White universities. Washington, DC: National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW).

Smith, A.W. (1988). In double jeopardy: Collegiate academic outcomes of Black females vs. Black males. National Journal of Sociology, 2(1), 3-31.

Son, I.S., Model, S.W., & Fisher, G.A. (1989). Polarization and progress in the Black community: Earnings and status gains for young Black males in the era of affirmative action. Sociological Forum, 4, 309-327.

Spady, W.G. (1970). Dropouts from higher education: An inter-disciplinary review and synthesis. Interchange, 1, 64-85.

Spady, W.G. (1971). Dropouts from higher education: Toward an empirical model. Interchange, 2, 38-62.

Spaights, E., Kenner, D., & Dixon, H. (1987a). The relationship of assertiveness and the academic success of Black students in predominantly White institutions of higher education. Psychology, 24(3), 9-16.

Spaights, E., Kenner, D., & Dixon, H. (1987b). The relationship of self-concept and the academic success of Black students in White institutions of higher education. Journal of Instructional Psychology, 13 (3), 111-121.

Stack, C.B. (1986). The culture of gender: Women and men of color. Signs, 11(2), 321-324.

Stampen, J., & Cabrera, A.(1987). The targeting and packaging of student aid and its effect on attrition. Economics of Education Review (gallery print).

Staples, R. (1978). Masculinity and race: The dilemna dual of Black men. Journal of Social Issues, 34(1), 169-183.

Stein, M.I. (1963). Personality measures in admissions. New York: College Entrance Examination Board.

Steward, R.J., Jackson, M.R., Sr., & Jackson, J.D. (1990). Alienation and interactional styles in a predominantly White environment: A study of successful Black students. Journal of College Student Development, 31, 509-515.

Stucky, M., & Anderson, K.E. (1959). A study of persistence in college attendance in relation to placement scores and grade point averages. Kansas Studies in Education, IX, 1-58.

Suddarth, B.M. (1957). Factors influencing the successful graduation of freshmen who enroll at Purdue University (Progress Report No. 21). Purdue University.

Suen, H.K. (1983). Alienation and attribution of Black college students on a predominantly White campuses. Journal of College Student Personnel, 24, 117-120.

Summerskill, J. (1962). Dropouts from college. In Nevitt Sanford (Ed.), The American College (pp. 627-657). New York: John Wiley and Sons.

Taylor, C.A. (1986). Black students on predominantly White college campuses in the 1980s, Journal of College Student Personnel, 27, (3), 196-201.

Taylor, R. (1976). Black youth and psychosocial development: A conceptual framework. Journal of Black Studies, 6, 353-372.

Taylor. R. (1977). The orientational others and value preferences of black college youth. Social Science Quarterly, 57, 797-810.

Terenzini, P.T. (1982). Designing attrition studies. In E.T. Pascarella (Ed.), New directions for institutional research: Studying student attrition (pp. 55-71). San Francisco: Jossey-Bass.

Terenzini, P.T., & Pascarella, E.T. (1977). Voluntary freshman attrition and patterns of social and academic integration in a university: A test of a conceptual model. Research in Higher Education, 6, 25-43.

Terenzini, P.T., & Pascarella, E.T. (1978). The relation of students' precollege characteristics and freshman year experience to voluntary attrition. Research in Higher Education, 9, 347-366.

Thistlethwaite, D.L. (1963). Recruitment and retention of talented college students (under a contract with the United States Office of Education). Vanderbilty University.

Thomas, C. (1971). Boys no more: A black psychoanalyist's view of

community. Encino, CA: Glencoe.

Thomas, R., & Chickering, A. (1984). Education and identity revisited. Journal of College Student Personnel, 25, 392-399.

Thompson, C.E., & Fretz, B.R. (1991). Predicting the adjustment of black students at predominantly white institutions. Journal of Higher Education, 62(4), 437-450.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45, 89-125.

Tinto, V. (1982). Limits of theory and practice in student attrition. Journal of Higher Education, 53, 687-700.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: The University of Chicago Press.

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. Journal of Higher Education, 59(4), 438-455.

Tinto, V. (1990). Principles of effective retention. Journal of the Freshman Year Experience, 2 (1), 35-48.

Tracey, T.J., & Sedlacek, W.E. (1982, March). Non-cognitive variables in predicting academic success by race. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Tracey, T.J., & Sedlacek, W.E. (1984). The relationship of noncognitive variables to academic success by race over four years. College Park: Maryland University, Counseling Center.

Tracey, T.J., & Sedlacek, W.E. (1987). Prediction of college graduation using noncognitive variables by race. Measurement and Evaluation in Counseling and Development, 19, 177-194.

Tracey, T.J., & Sedlacek, W.E. (1988). Factor structure of the non-cognitive questionnaire-revised across samples of Black and White college students (Report No. 13-88). College Park: Maryland University, Counseling Center.

Trent, J.W., & Medsker, L. (1968). Beyond high school. San Francisco: Jossey-Bass, Inc.

Trippi, J., & Stewart, J.B. (1989). The relationship between self-appraisal variables and the college grade performance and persistence of Black freshmen. Journal of College Student Development, 30, 484-491.

Villella, E.F., & Hu, M. (1991). A factor analysis of variables affecting the retention decision of nontraditional college students. National Association of Student Personnel Administrators, 26 (4), 334-341.

Vorreyer, W.J. (1963). Relationship of selected adjustment factors, college ability, and achievement of drop-outs and nondrop-outs of college freshmen. Journal of Educational Research, LVI, 362-365.

Waller, C. (1964). Research related to college persistence. College and University, XXXIX, 281-294.

Watson, B.C. (1980). A matter of grave concern. The state of Black America. Washington, DC: National Urban League, 74.

Wells, E. (1978). The mythical negative black self-concept. San Francisco, R&E Research Associates.

Westbrook, F.D., & Sedlacek, W.E. (1987). Workshop on using non-cognitive variables with minority students in higher education (Research Report No. 4-87). College Park: Maryland University, Counseling Center.

White, C., & Burke, P. (1987). Ethnic role identity among black and white

college students. Sociological Perspectives, 30, 310-331.

Williams, I. (1975). An investigation into the developmental stages of black consciousness. Dissertation Abstracts International, 35, 2488B.

Williamson, D., & Creamer, D. (1988). Student attrition in 2- and 4-year colleges: Application of a theoretical model. Journal of College Student Development, 29, 210-217.

Willie, C., & Cunnigen, D. (1981). Black students in higher education: A review of studies, 1965-1980. In R. Turner & J. Short (Eds.). Annual review of sociology (Vol. 7). Palo Alto, CA: Annual Reviews.

Willie, C., & Levy, J. (1972). On white campuses, black students retreat into separatism. Psychology Today, 5, 50-52.

Willie, C.V., & McCord, A.S. (1972). Black students at white colleges. London, England: Prager.

Wolfle, L. M. (1985). Postsecondary educational attainment among whites and blacks. American Educational Research Journal, 22, 501-525,

Woodward, C. (1988). The effects of single-year scholarships versus renewable scholarships on student persistence. College and University, 63 (2), 162-167.

Young, H.A. (1983, April). Cultural differences that affect retention of minority students on predominantly White campuses. Paper presented at the Annual Meeting of the American Educational Research Association, Quebec, Canada.